

DEPARTMENT OF SURGERY

PROCESS FOR REVIEW OF TENTURED FACULTY (every year)

1. Faculty member provides DEO with CV and personal statement of accomplishments in past year, goals for next.
2. Teaching evaluations obtained from education team, documentation deficiency data obtained from administration, and prior annual review if available.
3. Meeting between faculty member & DEO (approx 30 mins) to review any areas needing improvement, discuss plans for coming year.
4. A brief summary document is prepared, to be signed by both faculty member and DEO, and filed.

Review of Tenured Faculty Members

Tenured faculty members will be expected to be reviewed on a regular basis (UI Ops Manual III-10.7). There are three important aspects of this review process: (a) Development of Standards for Performance (b) Annual Review (c) five year Peer Review.

Standards of Performance for Tenured Faculty in the Carver College of Medicine are expected to be developed at the departmental level. These standards are designed to allow for measurement of progress and contributions in the career of the faculty member. Standards may vary by rank and primary activity. The following standards are not expected to be all inclusive but rather to encompass the main focus of each mission. Departmental standards may be more inclusive of specific activities expected of faculty based on current activity.

Each department must establish an annual review process that will complement the standards for performance. Expectations for faculty as participants in the process need to be developed. During the annual review and the 5 year peer review process, the standards should be used to guide assessment of faculty member success. These documents would also be used to guide any remediation plans that would be put into place in the event of identified faculty deficiencies.

Below is a listing of broad categories based on mission area. All departments are expected to develop specific criteria for performance. This will make it more clear with regards to expectations. For example, a professor in a basic science department may be expected to publish 5-10 papers in a five year period, or at least one per year. An associate professor in a basic science department may be expected to publish 3-6 papers in a five year period. In a clinical department, a tenured faculty member with primarily clinical responsibilities may be expected to attend 6 months per year. Clinical departments may choose to add things such as maintenance of board certification and timely documentation. These items are examples and not intended to be all-inclusive. Using the categories listed below, departments may choose to elaborate on specific categories or develop additional one that better meet their needs.

The keys for the development of these standards are the following:

1. The standards must be easily understandable to the faculty member.
2. The standards must be measurable.
3. The standards must be flexible enough to allow for individuality but narrow enough to maintain equitable evaluation.
4. The standards must define expectations based on rank, if easily definable characteristics can be determined.
5. Identifying compliance with the standards should not require excessive work on the part of the faculty member or the department.

Standards of Performance must be reviewed and approved by the College. Clinical departments should review the clinical standards of competence and performance already in place for clinical faculty as there may be some standards that will be included here in an expanded version for the tenured faculty since, in some cases, the missions are different.

Teaching Activities

Teaching activities include:

Lecturing, facilitating small groups, instructing in laboratories, and other forms of participation in formal courses for medical and graduate students.

Directing formal courses for medical and graduate students.

Supervision of graduate student and postdoctoral research programs.

Mentoring of junior faculty and peers.

Clinical teaching of medical students and residents or fellows.

Participation in continuing medical education programs.

Development of teaching materials, in print or electronic media.

Development of courses and curricula.

Education for the public at large.

Education of undergraduate students.

Associate Professor

- Favorable evaluations by students or residents, as part of a systematic evaluation program.
- Favorable evaluations of courses and curricula, as part of a systematic evaluation program.
- Favorable performance data for students or residents, where these can be attributed largely to the individual faculty member.
- Educational presentations or workshops at meetings of national/international professional societies.

Full Professor

- Outstanding evaluations by students or residents, as part of a systematic evaluation program.
- Outstanding evaluations of courses and curricula, as part of a systematic evaluation program.
- Outstanding performance data for students or residents, where these can be attributed largely to the individual faculty member.
- Leadership role in educational activities of national/international professional societies.

- Attendance and participation in M&M. Expected attendance is 85% of the time if faculty member is in town.
- Teaching awards from students or peers.
- Publication of teaching materials in peer-reviewed repositories.
- National/international use of teaching materials.
- Visiting professorships.
- Attendance and participation in M&M. Expected attendance is 85% of the time if faculty member is in town.

Scholarship of Discovery

The scholarship of discovery represents the interplay between development of hypotheses and discovery of new facts (e.g., basic, clinical, and translational research).

Associate Professor

- 3-6 Publications (in a 5 year period) of articles in professional journals appropriate to the field of endeavor. Greater significance will be attributed to first and/or senior authored papers in peer reviewed journals, but all publications will be evaluated.
- Publication of books, monographs, or manuals on paper or in electronic media that are widely disseminated, evaluated by peers, and advance the field of endeavor.
- Award of extramural support commensurate with the area of interest.
- Demonstration of a sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director).
- Evidence for a principal role in management and/or support of a collaborative research program (e.g., letters from program leader or members of the research program).
- Invited presentations of original scientific data at major national or international meetings, or at major institutions or research organizations.
- Development/award of patents for discoveries in the candidate's field.
- Leadership and/or organization of

Professor

- A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of originality as an investigator. Approximately 1 publication per year, minimum.
- A senior leadership role demonstrating superior competence and outstanding productivity on research projects.
- Consistent extramural support for an established research program.
- Service on National Advisory Councils or Boards, Editorship of journals, Leadership of national/international study sections, consensus panels, etc.
- Leadership and/or organization of peer-reviewed clinical trials as documented by program reviews or letters.
- Service on study sections (or scientific peer review groups), consensus panels, etc.
- Leadership of national meetings or workshops.
- Service on editorial boards of

peer-reviewed clinical trials as documented by program reviews or letters.

journals.

- Service on study sections (or scientific peer review groups), consensus panels, etc.
- Leadership of national meetings or workshops.
- Service on editorial boards of journals.

Educational Scholarship

Educational Scholarship represents the synthesis of facts and theories in creative formats that facilitate their understanding and use by others, and the development of creative methodologies that foster such understanding.

Associate Professor

- College-level teaching awards from peers.
- Publication of teaching materials in peer-reviewed repositories or journals.
- Development of teaching materials or curricular approaches that are adopted by other institutions.
- Publication of research on education and learning assessment in peer-reviewed journals.
- Presentation of research on education and learning assessment at national/international meetings.
- Research on the efficacy of creative new teaching materials, courses, and curricula.
- Writing reviews on aspects of health sciences education.
- Writing reviews or textbooks on content areas in health sciences education.
- Competitive local funding of educational research and development programs.

Professor

- National/international teaching awards.
- National/international use of teaching materials.
- Widespread impact of instructional, curricular, or learning assessment approaches.
- Sustained, peer-reviewed program of research on education and learning assessment.
- Competitive external funding of research program on education and learning assessment.
- Leadership role in national/international health sciences education professional societies.

Clinical Scholarship

Any activities relevant to the conceptualization, evaluation, improvement, or delivery of clinical care that are innovative, widely disseminated, and promote advancement in the field are considered Clinical Scholarship.

Associate Professor

- 3-6 publications (in a 5 yr period)
Publication of peer reviewed articles in professional journals relevant to the clinical field of practice.
- Publication of books, monographs, or manuals on widely disseminated media.
- Invited audiovisual or poster presentations for clinical reviews or dissemination of innovative techniques at local clinically relevant venues.
- Development/award of patents for discoveries in the candidate's clinical field.
- Initiation and/or organization of investigator initiated clinical trials.
- Service on study sections or scientific peer review groups relevant to clinical field.
- Abstracts from contributions at national meetings or workshops.
- Service on editorial boards, or consistent contributions as ad-hoc reviewer for clinical journals.
- Site-leader for multi-institutional collaborative clinical studies.

Professor

- A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of mastery in the field. Approximately 1-2 publications per year.
- A senior leadership role demonstrating superior competence and outstanding productivity on clinical projects.
- Invited clinical review presentations or reports of experience with innovative techniques at major national or international professional meetings, or at major institutions.
- Leadership and organization of continuous medical education and other clinical review meetings.
- Service on National Advisory Councils or Boards, Editorship of journals in clinical areas.
- Leadership of national/international study sections, consensus panels, etc.
- Leadership of multi-institutional collaborative clinical studies.
- Consistent extramural support for an established research program

- Award of extramural support for work in clinical area of interest.

Academic & Administrative Service

The following examples are broadly defined as to encompass evaluation of both clinical and other academic services.

It is expected that all faculty, regardless of rank, will conduct themselves in a professional, collegial manner. We expect civil and respectful interactions with colleagues, peers, all members of the health care team, patients and patient families. Faculty are encouraged to review UIHC Clinical Standard of Practice CS-SOP-01.09, Standards for Identifying Disruptive Behavior Among Clinical Staff Members.

Associate Professor

- Participates in mentoring of trainees and junior colleagues
- Committee membership within the Department or College.
- Task force membership
- Thesis committee membership
- Student/faculty advisor or mentor
- Journal reviewer
- Individual grant reviewer or local grant review committee
- Lectures to the lay public
- Media presentations/interviews
- Participation in health care planning programs
- Work with governmental agencies/legislature

Professor

- Formal primary mentoring of faculty, and trainees
- Committee membership at the university level.
- Task force membership at the university level.
- Major leadership role within a committee or task force.
- Appointment to position of significant responsibility within the Department, College or University.
- Editorial board of professional or scientific journals
- Federal/national study section or grant review committee
- Leadership role in dealing with health issues at regional, national or international levels.
- Leadership role in national/international professional organization.
- Membership on certification/licensure/specialty boards.
- Leadership role on health organization/hospital committees

- Leadership role in dealing with health issues at local level
 - Board membership on health-related organizations or agencies.
 - Officer in local professional organization.
 - Membership on health organization/hospital committees
 - Participation in public education and advocacy activities
 - Pursuit of advanced degree or coursework in furtherance of academic or administrative role
- Session chair/moderator at national/international meetings
 - Pursuit of advanced degree or coursework in furtherance of academic or administrative role

Clinical Service

In addition to examples given above, the list below offers additional examples for the evaluation of clinical services.

Associate Professor

- Clinical service 12 months of the year, including participation in call commensurate with other members of your service.
- Documentation completed in a timely fashion, as tracked by departmental measures. (weekly lists, chart reminders, etc)
- Departmental and/or interdepartmental recognition of excellence in clinical skills by peers.
- Maintain clinical productivity at RVU benchmark (CBFTE at 65 percentile?) A downward variance of 10% annually without identifiable outside cause (leave of absence, etc) will be considered non-compliance.
- Consistently favorable reports on quality assurance and/or risk management assessments.
- Consistently favorable reports in patient satisfaction assessments collected by the institution.
- Creative, active participation in the evaluation of the effectiveness (quality, utilization, access, cost) of the care being provided.
- Evidence that a unique clinical service is provided.
- Timely completion of all medical records
- Maintenance of appropriate certifications and licensures (boards, ACLS, other

Professor

- Clinical service 12 months of the year, including participation in call commensurate with other members of your service
- Recognition of mastery of clinical skills by:
 - becoming a regional source of referral for expert opinion.
 - invitations to participate in practice guideline committees, external program reviews.
 - invitations to consult with government, insurance, or drug agencies.
- Creatively revises and improves quality assurance and/or risk management procedures.
- Documentation completed in a timely fashion, as tracked by departmental measures. (weekly lists, chart reminders, etc
- Maintain clinical productivity at RVU benchmark (CBFTE at 65 percentile?) A downward variance of 10% annually without identifiable outside cause (leave of absence, etc) will be considered non-compliance.
- Recipient of awards for outstanding patient care delivery.
- Development of new techniques, therapies, or health care delivery systems that have improved the health of the population served.

training)

- Timely completion of all medical records
- Maintenance of appropriate certifications and licensures (boards, ACLS, other training)